

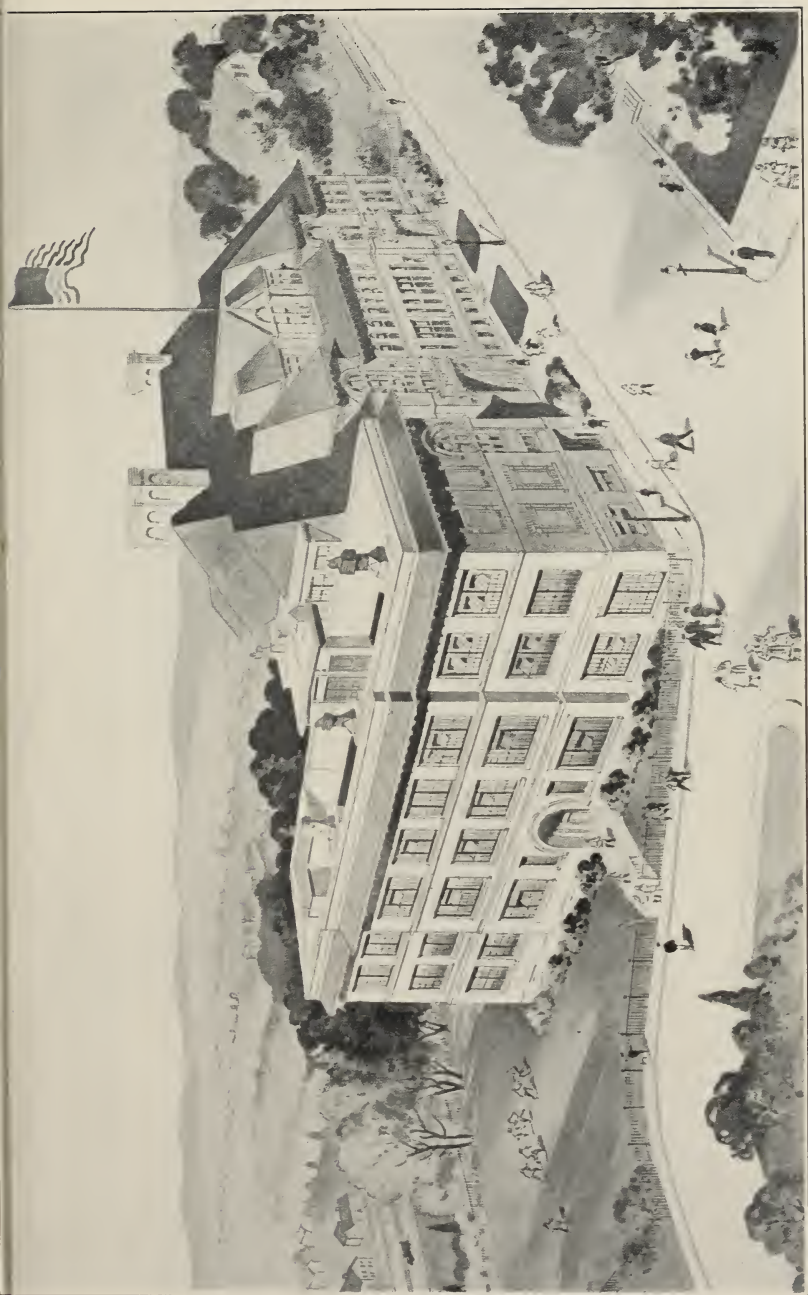
STATE NORMAL SCHOOL
LOWELL MASSACHUSETTS



CATALOG AND CIRCULAR
1919 - - - - 1920









STATE NORMAL SCHOOL AT LOWELL.

STATE NORMAL SCHOOL
LOWELL, MASSACHUSETTS



TWENTY-SECOND YEAR

1919-1920

PUBLICATION OF THIS DOCUMENT
APPROVED BY THE
SUPERVISOR OF ADMINISTRATION.

Educational Directory.

Board of Education.

Term expires
May 1

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1919.	FREDERICK P. FISH, <i>Chairman,</i>	84 State Street, Boston.
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1921.	GEORGE H. WRENN, . . .	Springfield.

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Elementary and High Schools.

FRANK W. WRIGHT, *Deputy Commissioner of Education.*

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Vocational Schools.

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AGENTS.

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University Extension.

JAMES A. MOYER,	<i>Director.</i>
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AGENTS.

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JOSEPH W. L. HALE, ¹	<i>Correspondence Instruction.</i>
CHARLES W. HOBBS,	<i>Editor and Supervisor of Instruction.</i>
— — — — —	<i>Extension Classes.</i>

CHARLES F. TOWNE,	<i>Immigrant Education.</i>
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ROBERT I. BRAMHALL,	<i>Registration of Teachers.</i>
JAMES F. HOPKINS,	<i>Director, Art Education.</i>
GEORGE H. VARNEY,	<i>Chief Clerk.</i>

Office of the Board.

ROOM 217, EAST WING, STATE HOUSE, BOSTON.
Hours, 9 to 5; Saturdays, 9 to 12.

¹ On leave of absence with Chester, Pa., Shipbuilding Company.

Faculty.

JOHN J. MAHONEY,	PRINCIPAL.
CLARENCE M. WEED, ¹	<i>Nature study and school gardening.</i>
JOSEPHINE W. CHUTE,	<i>Drawing and practical arts.</i>
MIRION H. MILNER,	<i>Physical education and hygiene.</i>
SARAH E. LOVELL,	<i>English.</i>
ALBERT EDMUND BROWN,	<i>Music and English diction.</i>
WILLIAM E. RILEY,	<i>Penmanship and reading methods.</i>
ELIZABETH M. HUMPHREY,	<i>Assistant, physical education.</i>
BLANCHE A. CHENEY, ²	<i>Civics.</i>
FRANCES CLARK,	<i>Geography and mathematics.</i>
HELEN L. HOGAN,	<i>Assistant, English.</i>
ETHEL E. KIMBALL,	<i>Secretary and librarian.</i>
ALMA McCRUM, ²	<i>Psychology.</i>
EMMA RAMSAY,	<i>Supervisor of practice.</i>
ELIZABETH D. FISHER,	<i>History, arithmetic.</i>
ADRIENNE FITTS,	<i>Nature study and school gardening.</i>

Practice Department.

Bartlett Training School, Lowell.

CHARLOTTE M. MURKLAND,	PRINCIPAL.
BELLE A. PRESCOTT,	<i>Literature.</i> <i>Arithmetic and music.</i> <i>Grammar and domestic science.</i> <i>History, civics and sewing.</i> <i>Geography and drawing.</i> <i>Manual training.</i> <i>English.</i> <i>Penmanship and spelling.</i>
AMY L. TUCKE,	
ALICE D. SUNBURY,	
SARA E. AMES,	
KATHLEEN E. DRISCOLL,	
CHARLES SEEDE,	<i>Seventh, eighth and ninth grades,</i>
CELIA STANDISH,	
M. BEATRICE SHEA,	
BELLE F. BATCHELDER,	
A. GERTRUDE STILES,	
MARIA W. ROBERTS,	<i>Sixth grade.</i>
KATHERINE FARLEY,	<i>Sixth grade.</i>
E. BELLE PERHAM,	<i>Fourth and fifth grades.</i>
MARY F. WALLACE,	<i>Fifth grade.</i>
ESSIE E. ROCHE,	<i>Fourth grade.</i>
— — — — —	<i>Third grade.</i>
ELEANOR J. LE LACHEUR,	<i>Second and third grades.</i>
MARY E. SNOW,	<i>Second grade.</i>
REGINA B. FRAPPIER,	<i>Second grade.</i>
HELEN W. NOYES,	<i>First grade.</i>
— — — — —	<i>First grade.</i>
— — — — —	<i>Principal of kindergarten.</i>
— — — — —	<i>Assistant.</i>

¹ On leave of absence.

² On leave of absence, part time.

New Moody Street Training School, Lowell.

ADDIE B. MERRILL,	.	.	.	.	.	.	.	Third grade.
GRACE C. DELANEY,	.	.	.	.	.	.	.	Third grade.
ANNA I. CASSIDY,	.	.	.	.	.	.	.	Second grade.
MAUDE M. HARDY,	.	.	.	.	.	.	.	First grade.

Lexington Avenue Training School, Lowell.

CARRIE M. HART, *Teacher.*

North Tewksbury Training School.

EVA L. HERSEY, *Teacher.*

South Tewksbury Training School.

MIRIAM WIGGIN,	<i>Teacher.</i>
ETHEL M. HADLEY,	<i>Teacher.</i>

The School Calendar.

1919

First Entrance Examinations.¹

June 17 and 18.

Graduation.

Tuesday, June 25.

Midsummer Vacation.

Second Entrance Examinations.¹

September 8 and 9.

School Year Begins.

Thursday, September 10.

Columbus Day.

October 12.

Thanksgiving Recess.

November 27 and 28.

Christmas Recess.

Week of December 21.

1920.

Spring Recesses.

Week of February 22.

Week of April 25.

Patriot's Day.

April 19.

Memorial Day.

May 30.

Graduation.

June 22.

¹ See page 9.

Massachusetts Normal Schools—Schedule of Examinations.

TUESDAY, JUNE 17, 1919.

<i>Morning.</i>	<i>Afternoon.</i>
8.30- 8.45. Registration.	1.30-2.30. Drawing, stenography.
8.45-10.30. English.	2.30-4.00. Latin, arithmetic.
10.30-11.30. Geometry.	4.00-5.00. General science, com-
11.30-12.30. Household arts, man- ual training.	munity civics, cur- rent events.

WEDNESDAY, June 18, 1919.

<i>Morning.</i>	<i>Afternoon.</i>
8.15- 8.30. Registration.	1.30-2.30. Algebra.
8.30-10.00. F r e n c h, German, Spanish.	2.30-3.30. Chemistry, physics.
10.00-11.30. History.	3.30-4.30. Physiology, bookkeep-
11.30-12.30. Physical geography, commercial geogra- phy.	ing. 4.30-5.30. Biology, botany, zoöl- ogy.

MONDAY, SEPTEMBER 8, 1919.

<i>Morning.</i>	<i>Afternoon.</i>
8.30- 8.45. Registration.	1.30-2.30. Drawing, stenography.
8.45-10.30. English.	2.30-4.00. Latin, arithmetic.
10.30-11.30. Geometry.	4.00-5.00. General science, com-
11.30-12.30. Household arts, man- ual training.	munity civics, cur- rent events.

TUESDAY, SEPTEMBER 9, 1919.

<i>Morning.</i>	<i>Afternoon.</i>
8.15- 8.30. Registration.	1.30-2.30. Algebra.
8.30-10.00. F r e n c h, German, Spanish.	2.30-3.30. Chemistry, physics.
10.00-11.30. History.	3.30-4.30. Physiology, bookkeep-
11.30-12.30. Physical geography, commercial geogra- phy.	ing. 4.30-5.30. Biology, botany, zoöl- ogy.

Wednesday, September 10, 1919, 9 A.M., normal schools open.

State Normal School.

Lowell, Massachusetts.

I. WHY GO TO NORMAL SCHOOL?

This catalogue of the Lowell Normal School is put into the hands of high school students for the purpose of interesting them in the idea of taking up teaching as a profession, and for the further purpose of informing them as to what this normal school offers to young women so interested. The principal of the school feels that it is highly important, by way of vocational guidance, to set down first of all a few statements intended to cause serious-minded students in the high school to think seriously of teaching as an opportunity for splendid service; hence the following. These statements, be it noted, are written — some of them — by young people who are at present members of the school. Their viewpoint should be extremely interesting to young people of about the same age.

Why go to normal school? This is a question that many seniors in secondary schools will be asking themselves within the next few weeks. The fact that 25,000 graduates of Massachusetts State normal schools have answered this question for themselves satisfactorily in the past should give it serious consideration in the present, which promises so much by way of opportunity and achievement for our school system.

It is already apparent that society will increasingly demand expert training of those who are to teach its children. With 85 per cent of the teachers in the State possessing educational preparation beyond graduation from a four-year secondary school course, it is evident that Massachusetts is leading in this movement to guarantee the adequate scholastic and professional preparation of her teachers.

We have the assurance that both the State and the local communities are determined that the teaching profession shall be placed upon a sound economic basis; that the remuneration of the teacher shall be commensurate with the high quality of public service rendered. No question of public policy is receiving more thoughtful attention to-day than that of securing for teachers both a living and a saving wage. Gratifying headway is being made in many parts of the State.

There is, furthermore, the durable satisfaction that comes to the teacher in realizing that, through skillful teaching, she has been able to guide the thought, feeling and action of a group of the people's children. We see, to-day, more clearly than ever before, that the safety and very existence of our State and Nation depend upon straight and sound thinking in our people.

Preparation for teaching comes as a challenge to those who would render genuine service to the State. Many seniors in high schools will this year accept this challenge. Will you?

FRANK W. WRIGHT,

Deputy Commissioner of Education.

Take up our quarrel with the foe.
To you from falling hands we throw
The torch. Be yours to bear it high.

The war has awakened all Americans to a new sense of service and responsibility. In this period of strain, at the close of the war, every true American should strive to fulfill his duty and give his service to his country.

America calls for trained teachers. She needs, not high school graduates, or less, but normal school graduates. A normal school training is what every prospective teacher needs. It supplies knowledge of subject-matter, methods of teaching and the knowledge of child nature. Besides these essentials it supplies a training in character building, in developing those traits of co-operation, responsibility, trustworthiness, helpfulness and obedience which every teacher must

develop and nurture in her children. Every one who is to teach must thoroughly believe and live America's motto, "Service for Others."

Teaching is a service whose value is being more widely recognized to-day. All modern leaders realize, now as never before, that trained instructors for the youth of America must be given a remuneration equal to their professional duty.

What more can be wished for in life? The teaching profession offers happiness through service, and material satisfaction in ample salaries. The teacher may feel that she too has grasped the torch and is doing her part to "bear it high."
— BERYL M. FRADD, 1919, *Captain, Section I.*

Great happiness comes from being of service to some one. The teacher's life is one of service. It is her privilege to train the little ones under her care to be boys and girls who will grow to be the great men and women of the future. Think of the satisfaction that will come some day to a teacher if some one says of her, "It was my teacher who first led me to think of worth-while things."

Hundreds of children who go to our schools come from crowded tenement districts. The teacher has the great privilege of making a little sunshine in their dark lives. She can give them perhaps the only opportunity they will have of finding out the good things in life. From day to day she will receive her thanks as she looks at the shining faces of those to whom she has brought joy.

The demand for teachers is growing greater and greater. The demand for well-trained teachers is imperative. Without question, the parents of to-day wish their children to be taught by "real" teachers, — teachers who know what they are doing and why they are doing it. School teaching is rapidly taking its proper place as a profession. Teachers' wages, a necessity no matter how great the joy of service, are increasing. This past year the Lowell Normal School has placed all of the three-year course girls in places paying the State minimum of \$550. One girl was promised \$700 if she makes good. These girls have not yet graduated from the

school. Even now a bill is before the House which has to do with raising the State minimum from \$550 to \$650. Some day, and soon, too, the teaching profession will receive as large a salary as other professions.

Yes, teaching is a paying proposition. And think of the joy besides. — HELEN THISSELL, 1919.

Have you ever considered what teaching school really means? At first thought you may say it is nothing but pouring out uninteresting facts to a group of passive children. You may despise the profession as the most monotonous and unappreciated task offered high school graduates. School teaching may have been this to a certain extent in the past, but it is no longer so.

Remember the age in which we live. It is the greatest the nation has ever faced. We have just completed the most horrible, most bloody World War — all for what? Democracy! We have given our brothers and friends that Democracy might not perish. They have done their duty nobly. Thousands have made the supreme sacrifice. How are we to assure them that this sacrifice has not been made in vain? By keeping secure that which they have fought to save. How are we to do that? Proper training of our future citizens is the only solution.

The position that we as a nation will be called upon to take in world affairs in the immediate future will impose serious responsibility of clear thinking, just decisions and wise action on the future citizens. To meet this responsibility our boys and girls must be educated properly. They must be placed in the hands of carefully trained teachers.

Thus it is the sacred duty of the teaching profession to guide and develop the youth of our nation. School teaching is no longer a mere "job," for which slight compensation is given. It is a democratic duty which all who have sensed the nation's call are asked to perform. The keynote of the present century is "Service," and the school teacher is the most important servant of society.

You may think this call does not apply to you. Do you

realize that 10,000,000 of our boys and girls are being taught by teachers who have had no training for their work? Does this not mean that 10,000,000 future citizens are not going to be fully prepared to meet their responsibilities? You are asked to attend a normal school in order to help remedy this situation.

When you are about to make your decision, then, as to what work in life you will take up, consider seriously the urgent appeal that the world as a whole is making to you. Do not forget that you are being asked not only to teach the child, but to develop and mold him into a good citizen. — MARGARET A. DUGAN, 1919, *Housekeeper, Section I.*

Would you not like to help make this wonderful country of ours better? We have just finished the greatest war in history. Democracy has been fighting against Autocracy. As we see it now, Democracy is victorious. But Democracy is even now on the edge of a period of stress and strain. The next few years will decide whether in truth "the world will be safe for Democracy." Who is going to take us safely through this period and overthrow Autocracy in all its forms? Obviously, the future citizens of America, — the children who are now in our public schools. They are the ones to whom we must look for the salvation of Democracy.

It is necessary, therefore, that we properly educate these young citizens. They must get this education while they are in school. It is the teacher's task to train them so that we Americans may continue to enjoy the blessings and privileges for which our forefathers fought. We must have well-trained teachers to do this. That is what our normal schools are for.

Since the teacher is the one who guides the citizens-in-the-making, she is really the one who is going to make Democracy safe for all time.

Will you not come to the normal school and learn how to do this service for the country you love?

Just a word on the economic side of the question. The public is beginning to see the importance of the teacher. Some girls do not want to be teachers because of the small

salary the teacher receives. Teachers' salaries have been increased and are going to keep on increasing. You may say you can make more money in other lines of work. This was true in the past, but the teaching profession will soon take its place among those that are adequately paid. No one will ever become very rich from her gains as a teacher. But, on the other hand, the teacher of the next twenty years will receive considerably more by way of compensation than the satisfaction that comes from the feeling that she is doing a fine service. The day of the underpaid teacher is rapidly going by. — ANASTASIA BROWN, 1919.

The normal schools are designed primarily to train teachers for the elementary schools.

The elementary schools of the country have accomplished wonders in the past for popular government and enlightenment, and for the development and maintenance of democratic institutions. Their work has been appreciated, but it will be more justly appreciated in the coming years.

More will be expected of the elementary schools in the future. They occupy the most important place in the scheme of popular education; they are more important than secondary schools and colleges; if their work is done well, the work of the secondary schools and colleges will be easy; if their work is not done well, neither secondary schools nor colleges can make up the deficiency.

The normal schools open the way to this most attractive and satisfying field of service, — the elementary schools; and because it is attractive and worth while, and calls for the highest and finest kind of service, it should need no argument to prove that the normal schools should attract girls of the highest types, — girls of intellectual power, of high ideals, of fine disposition, of ambition; girls who wish to be of some real use to the world. — HUGH J. MOLLOY, *Superintendent of Schools, Lowell, Mass.*

II. WHAT THE LOWELL NORMAL SCHOOL OFFERS.

(a) The Two-year Course.

This is intended primarily to fit students to teach in the first six grades of the elementary schools, but opportunity is given specially selected students to train for the more advanced grades if they so desire. During the first or junior year instruction is carried on very largely in the classes of the normal school proper. But in addition, for about eight weeks of the junior year, each student takes a course in observation and participation in one of the practice schools, for the purpose of coming to a first-hand knowledge of children in the classroom. During these eight weeks, for an hour each day, juniors observe classroom practices under the direction of a normal school instructor, and opportunity is given for teaching small groups of children. Students are thus enabled early in their course to decide as to their real aptitude for teaching, and to choose the particular type of work that furnishes the most appeal. During the senior year one entire term of twelve weeks is again given over to work in the practice schools, and this time students are given a larger measure of responsibility for the actual teaching and management of the classroom. Throughout the entire course — and this applies to the other courses as well — the emphasis is placed not so much on the acquisition of knowledge, which is the goal in the ordinary higher institution of learning, as on the development of skill in applying methods of instruction, and the underlying aim stressed in all the courses is the *study of children* and the *teaching of children*. Young women who like children cannot fail to find normal school work keenly interesting.

The two-year course is the one elected by the great majority of students. Graduates find places in rural communities and in the smaller cities and towns.

(b) **The Three-year Course.**

This offers all the subjects and activities offered in the two-year course, and in addition gives opportunity for a full year's independent teaching in selected communities. The three-year student leaves the normal school in April of her senior year, and enters upon a year's teaching. This is done under regular classroom conditions, and under pay. Several times during the year she is visited by normal school instructors, and her progress noted. In April of the year following she returns to the normal school for her final term of work, and graduates in June. Such a student graduates with a full year of teaching to her credit, and is not regarded as an inexperienced beginner. During the year 1918 the Lowell Normal School enrolled eighteen students for three years of work. The universal testimony is to the effect that the added year of work "in the field" is of great value, indeed.

(c) **The Course for Supervisors of Music.**

This is a professional graduate course to provide proper and adequate training, both theoretical and practical, for supervisors of music in the public schools.

The aim of the course is to give students a professional training that shall be more extended, more practical and more comprehensive than the training which is usually obtained through a short and necessarily hurried course in a summer school. It is further intended that this course shall train and equip supervisors of music who shall be able to assume leadership in the schools in which they are employed. The extensive training facilities connected with the Lowell Normal School are at the disposal of those persons who are admitted to this course. The course, which is one year in length, is open to graduates of colleges and normal schools, and to such other persons, teachers of experience, as have a sufficient knowledge of the subject-matter of music. The Lowell Normal School undertakes to supply candidates for vacancies which may occur in the field of music supervision.

Candidates interested in this course should write to the principal for further particulars.



PAGEANT ON THE CAMPUS.

(d) Other Special Courses.

Students who have exceptional qualifications may register for a year's work in special subjects. Such a student cannot be regarded as eligible for a diploma, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board of Education. The candidates interested in these special courses should communicate with the principal, as special arrangements must be made to suit individual needs.

(e) The Life of the School.

The Lowell Normal School offers instruction of various sorts through the medium of the courses above mentioned. But by no means the least valuable phase of the *education* received at the school inheres in the life and in the activities of the school itself. There is no dormitory at Lowell, but there is the "School and Society League." And through the league the students have during the past few years inaugurated and made part of the school life a variety of activities that rarely find place in a day school. The following is the story of the league, and what it does:—

For the past three years the Lowell Normal School has been developing a responsible and serviceable citizenship among its students through the medium of the School and Society League, a plan of student participation in the activities and government of the school, and, in a more limited degree, in the life of the community.

As stated in the constitution the purpose of the league is to foster student activities, to maintain good government in the school, to cultivate high ideals of conduct, and to prepare the future teacher for effective service in the community. The activities of the league afford abundant opportunities for the students to get real practice as citizens of a true democracy, and at the same time to cultivate those habits and attitudes which make for good citizenship in a democracy.

There must be some machinery to direct these activities. The form of this scheme is borrowed from the Washington

Irving High School of New York City. It is, however, much simplified and otherwise adapted to fit the needs and conditions of the Lowell Normal School. Each half year the student body elects a group of general officers, who constitute the governing council of the league and who act as department chairmen. Each section elects three section officers, namely, a captain who is responsible for good order in her section, a lieutenant who reports the attendance, and a housekeeper whose duty it is to secure good housekeeping throughout the school. The section officers hold frequent meetings to discuss and solve the problems of their respective departments. These problems may be reported to the governing council for further discussion and final solution in the form of regulations or recommendations to the league. The council, at its discretion, may submit any important question to the vote of the entire student body. When these girls frame rules regulating their own conduct they subordinate their selfish interests to the welfare of the school. In this way they learn that democracy is intelligent self-direction.

There are four distinct lines of league activities, all of which require constant exercise in good judgment, — responsibility, courtesy, initiative and co-operation. The chairman of the housekeeping department, assisted by the section housekeepers, does all in her power to promote beauty, orderliness and neatness in all parts of the building, but her particular province is supervision of the lunch rooms, where she has charge of the linen, the floral decorations, etc. Each student is expected to co-operate with the housekeepers in maintaining cleanliness, and to be responsible for the proper disposal of her own litter.

The chairman of the traffic department, assisted by the captains of the different sections, has general charge of the traffic of classes and the maintenance of order in study halls, corridors and lunch rooms; also in classrooms when no teacher is present. Train marshals are directly responsible to the traffic chairman for the quiet behavior of all students on streets, trolleys and trains. The traffic chairman often conducts devotional exercises. The monthly fire drill is practiced under her direction. The traffic department is always ready

to assist visitors in every possible way. Seating arrangements and ushering at all school functions are other important duties of the traffic department.

The work of the social department is varied. Aided by her standing committee, the social chairman has charge of the weekly assembly at which a musical or literary program may be given by the students; or it may take the form of a forum at which public questions are presented and discussed. The management of all school affairs, such as pageants, bazaars, guest socials, masquerades, glee club concerts, recitals and various other school entertainments, gives our students much valuable social training which may be utilized later on by the communities in which they teach.

During the summer vacations the community chairman and her committee have given helpful service on the playgrounds of Lowell. Co-operating with the Middlesex Woman's Club and with the Y. W. C. A., this department has conducted a Saturday morning story-hour for children. The community department — in fact, the whole league — entered heartily into the various war activities, such as Red Cross work, conservation of food, tag days, patriotic parades, etc. Under the direction of the community chairman the league has purchased war savings stamps and Liberty Bonds, and has subscribed to the soldiers' library. Another war activity was the league garden. The success of this enterprise was due to the whole-hearted co-operation of the students. In all these activities not only are the students cultivating the desirable habits and attitudes of self-control, courtesy, responsibility, initiative and teamwork, but they are coming to realize that the finest citizens in a democracy serve their fellows. This idea of service runs like a thread of gold through all phases of the school life.

The latest and perhaps the most important development of the School and Society League has for its very keynote the desire to render helpful service. This committee of "big sisters" writes scores of friendly letters to the three-year students who are teaching in the rural districts of the State. Besides writing letters to their own schoolmates in the field

the "big sisters" keep up a lively correspondence with the children in these rural schools. From time to time members of the faculty send out helpful bulletins, lesson plans, new games, folk dances, rote songs, seat work and programs for holiday celebrations. Contributions of books, magazines, pictures and scrapbooks have been sent to many schools. It is our belief that the work of the "big sisters" is distinctly worth while to all concerned.

III. BUILDINGS AND ACCOMMODATIONS.

(a) The Normal School.

The school is one of the State's most beautiful buildings, and one of the most modern in every particular. It was provided for by an act of the Legislature approved January 6, 1894. A tract of land about 3 acres in extent, at the corner of Broadway and Wilder Street, was selected as a site, and the school built thereon was opened to pupils October 4, 1897, and dedicated June 15, 1898. The building is situated on high land in the western part of the city, facing the beautiful Merrimack River, and although removed from the noise and bustle of the city, is easily reached by either of two lines of electrics. It is also within easy walking distance to the Boston & Maine station.

The normal school possesses every possible equipment. The classrooms are large and cheery. On the second floor is a library containing hundreds of volumes. The gymnasium and showers on the third floor, and the tennis courts and recreation grounds, give fine opportunity for all forms of physical training and exercise. A comfortable rest room for students adjoins the assembly hall on the second floor. In the basement the Domestic Science Department furnishes accommodations for approximately 200 pupils. Here a hot luncheon is served daily by the students of the Lowell Vocational School at a very nominal cost to the normal school faculty and students. The Department of Natural Science and School Gardening occupies two large rooms on the top floor, and operates garden plots, both on the school grounds and on land in the near vicinity. There is a special room given over to lantern lec-

tures, and fitted with all the necessary appointments. Judged from a physical standpoint, few schools anywhere present a larger measure of attractiveness than the Lowell Normal School.

(b) **The Practice Schools.**

These are five in number. In the city itself is found the Bartlett, the New Moody and the Lexington Avenue. In the town of Tewksbury are two rural schools, — a one-room building in North Tewksbury, and a two-room building in the south district.

The Bartlett School, remodeled this year, is now a building of twenty-four regular classrooms, grades 1 to 9. Besides these there are ten conference rooms, where small groups of children are taught by students of the normal school. In every particular the building is the last word in modern equipment. Movable furniture makes possible the activities of the socialized school. The cooking room, the shops, the baths, the playrooms, the music room, — all contribute to acquaint normal school students with the life of a modern elementary school. In this school senior students carry on the greater part of their practice work.

The New Moody is a primary building of three rooms. A distinctive feature of this school is the school garden of large area operated by the children in the third grade.

The Lexington Avenue School, a one-room building, is one of the ungraded type. Here normal school students become acquainted with the difficulties of handling several grades in a room. The conduct of the noon lunch period in this school has attracted wide attention.

The ungraded school at North Tewksbury gives students a taste of actual conditions in some of our rural communities, — eight grades in a single room. Before the end of her practice period, each girl is required to conduct the program for this room independently. It is the best possible training for work in the smaller districts, where so many inexperienced graduates find their first teaching positions. Then in the south district of the town is found the Shawsheen School, so called, situated

in the heart of a pine grove. This is a two-room building, also ungraded, where further practice under rural school conditions is afforded. This school, like the New Moody, is distinctive because of its exceptional garden facilities.

In conclusion it may be said that, owing to the wide variety of practice arrangements connected with the Lowell Normal School, students may come to know every type of grade school work, including the work of the junior high school.

(c) Other Practice Facilities.

Every year a limited number of seniors is selected to teach for six-week periods in the schools of neighboring towns. Students in this group are paid for their services. Inasmuch as these assignments are made on the basis of superior merit, there is thus available a source of revenue to members of the school who show both need and capability.

(d) Living Accommodations.

Lowell has no dormitory, but a list of rooms and boarding places is kept on file at the school. Students who wish to work their way through school may find opportunities to earn enough money to pay their living expenses. As stated above, a midday luncheon is served at the school on days when school is in session.

(e) The Placement Bureau.

The great majority of the graduates secure their teaching positions through the school office. As accurate a follow-up record as it is possible to obtain is kept, with the idea of recommending graduates for more advanced positions when superintendents apply for teachers. During the past year many more calls were received than the school was able to fill. Graduates who show promise can rely on being selected from time to time for increasingly remunerative positions.

(f) **In General.**

Tuition is free to all residents of Massachusetts. Each pupil not a resident of this State shall pay tuition to the extent of \$25 for each half year.

State aid to a limited extent may be granted to deserving persons after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents to investigate its methods, attend classes or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

IV. REQUIREMENTS FOR ADMISSION.

The admission requirements are as follows:—

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities, or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit

detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B," and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1) English literature and composition, 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2) Algebra,	1 unit.
(3) Geometry,	1 unit.
(4) History, ¹	1, 2 or 3 units.
(5) Latin,	2, 3 or 4 units.
(6) French,	2 or 3 units.
(7) German,	2 or 3 units.
(8) Spanish,	2 units.
(9) Physics,	1 unit.
(10) Chemistry,	1 unit.
(11) Biology, botany or zoölogy,	$\frac{1}{2}$ or 1 unit.
(12) Physical geography,	$\frac{1}{2}$ or 1 unit.
(13) Physiology and hygiene,	$\frac{1}{2}$ or 1 unit.
(14) General science,	$\frac{1}{2}$ or 1 unit.

¹ History includes ancient, mediæval and modern; English history, American history and civics, current events, history to 1700, and European history since 1700.

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|--|--------------------------|
| (15) Drawing, | $\frac{1}{2}$ or 1 unit. |
| (16) Household arts, | 1, 2 or 3 units. |
| (17) Manual training, | 1 unit. |
| (18) Stenography, including typewriting, | 1 or 2 units. |
| (19) Bookkeeping, | 1 unit. |
| (20) Commercial geography, | $\frac{1}{2}$ or 1 unit. |
| (21) Arithmetic, | $\frac{1}{2}$ or 1 unit. |
| (22) Community civics, | $\frac{1}{2}$ or 1 unit. |

For the present the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant. Work in any subjects approved for graduation, in addition to that for which credit is gained by examination or certification, may count towards these five units.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification. Students who have completed the work of the third year may present themselves in either June or September for examination in five of the seven units in-

cluded under "B." The examination in English must be taken at the end of the fourth year.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education, as follows: —

A high school in Class A may¹ certificate² to a State Normal School any graduates in subjects in which they have a mark of A or B.

A high school in Class B may¹ certificate² to a State normal school only those graduates who are in the upper half³ of the graduating class, and have attained a mark of A or B in at least 10 of the 15 units counted toward graduation from high school.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B."

In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner

¹ The principal of a high school is expected to certificate to a normal school only such pupils as are, in his judgment, reasonably likely to succeed in the normal school and in teaching.

² Candidates whose certificates are accepted by the principal of the normal school are exempted from entrance examinations in those subjects in which they have secured in the last year of work in that subject a mark of A or B, or a mark upon which the school certifies to colleges in the New England College Entrance Certificate Board.

³ The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students, and as special students, as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

V. CURRICULA.

1. Department for Elementary School Teachers.

Designed primarily for students preparing to teach in the first six grades of elementary schools, and rural schools of all grades.

A period is forty-five minutes in length.

NAME AND NUMBER OF COURSE.	Number of Weeks.	PERIODS WEEKLY.	
		In Class.	Expected Preparation.
<i>First Year.</i>			
English 1,	19	3	2
English 1A,	30	2	2
Oral Reading 1,	38	2	2
Penmanship 1,	38	2	2
Literature 1,	19	3	2
Library Instruction 1,	38	1	1
Arithmetic 1,	38	2	1
Geography 1,	38	2	1
Physical Education 1,	38	4	—
Physical Education 3,	38	2	—
History and Social Science 1,	38	3	2
Drawing 1,	38	3	2
Practical Science,	38	4	2
Music 1,	38	3	2
Education 1,	12	5	5
<i>Second Year.</i>			
English 2,	13	4	2
English 2A,	26	2	2
Oral Reading 2,	26	1	2
Penmanship 2,	13	2	2
Literature 2,	13	4	2
Library Instruction 2,	26	1	1
Arithmetic 2,	26	1	1
Geography 2,	26	2	1
Physical Education 2,	26	4	—
Physical Education 4,	13	2	—
History and Social Science 2,	13	4	2
Practical Arts 1,	26	3	2
Music 2,	26	3	2
Education 3,	26	2	4
Education 4,	13	4	2
Education 2,	12	30	20

2. Department for Music Supervisors.

Designed for students preparing to become supervisors of public school music.

NAME AND NUMBER OF COURSE.	Number of Weeks.	PERIODS WEEKLY.	
		In Class.	Expected Preparation.
Music 3,	36	8	2
Music 4,	36	14	4
English 3,	36	1	2
Education 3,	36	2	3

This is a special course to which only third-year or more advanced students are admitted. It is highly important that each student shall have had some experience in teaching in the public schools before entering this class. At least a year's experience as a grade teacher is invaluable and almost indispensable. The course may be completed in one year or more, according to the ability of the student.

3. Three-year Course.

This course will consist of the regular two-year course and one year's practice teaching in rural schools of Massachusetts.

Students taking this course will receive compensation while they are at work in these rural schools.

VI. BRIEF DESCRIPTION OF SUBJECTS OFFERED.

ENGLISH.

English 1. Oral and written composition. Miss LOVELL.

First year. Nineteen weeks; three class periods and two periods expected preparation weekly.

In this course the student gains a thorough knowledge of our new course of study, "English: A Course of Study for Elementary Schools with Graded Standards." The aim of this course is —

1. To graduate pupils able to talk or recite for a few minutes in an interesting way, using clean-cut sentences and good enunciation.

2. To graduate pupils able to write an interesting paragraph of clean-cut sentences, unmarked by misspelled words and by common grammatical errors.

That teachers may know their share in accomplishing this goal, definite aims with necessary methods for oral and written work are suggested for every grade. In connection with both oral and written work the teacher finds definite standards, — copies of actual recitations showing just how the pupil may fulfill the aims of that grade.

Students are also given an opportunity to realize these aims in connection with their own oral and written work. The habits of correct position and voice expression must here be joined with the habit of talking in an interesting way, using clean-cut sentences free from grammatical errors.

English 1A. Oral expression. Miss HOGAN.

First year. Thirty weeks; two class periods and two periods expected preparation weekly.

The aim of this course is twofold: first, to develop the speaking voice; and second, to insure correct habits of speech on the part of the student.

English 2. Oral and written composition. Miss LOVELL.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

The aim of this course is to review and continue the study of "English: A Course of Study for Elementary Schools with Graded Standards." After observation in the practice schools the students are ready to work out and suggest other definite plans for carrying out the aims of each grade. "Hints and Helps" in every grade are discussed and enlarged from actual experience with the work in that grade. Every student is trained to give the required models of oral and written work in all the grades.

English Language 2A. Oral Expression. Miss HOGAN.

Second year. Twenty-six weeks; two class periods and two periods expected preparation weekly.

The aims are similar to those of the first year with further development of the use and power of personality.

The methods are the study of poetic interpretation, pantomime, platform art and dramatics.

English 3. Special course in poetry for special students in music. Miss HOGAN. Thirty-six weeks: one class period and two periods expected preparation weekly.

The aim of this course is to give the student a knowledge and appreciation of our best poetry and the poetry suitable for children, choice English lyrics, the ballad and the works of those who have written much which children enjoy.

Oral reading 1. Mr. RILEY.

First year. Thirty-eight weeks; two class periods and two periods expected preparation weekly.

The aim of the course is to prepare the students to teach the mechanics of reading and to acquaint them with the latest methods of teaching reading.

Oral reading 2. Mr. RILEY.

Second year. Twenty-six weeks; one class period and two periods expected preparation weekly.

The aim of this course is to train students in the selection of content, and to acquaint them with the best methods of teaching silent reading.

Penmanship 1. Mr. RILEY.

First year. Thirty-eight weeks; two class periods and two periods expected preparation weekly.

The aim is to secure good position, muscular relaxation, correct penholding, speed, legibility and endurance.

Penmanship 2. Mr. RILEY.

Second year. Thirteen weeks; two class periods and two periods expected preparation weekly.

The aim is to prepare the students to train their pupils to secure good position, muscular relaxation, correct penholding, speed, legibility and endurance.

Literature 1. Children's literature. Miss LOVELL.

First year. Nineteen weeks; three class periods and two periods expected preparation weekly.

This course in literature offers a brief survey of the history of children's literature. This leads to a study of a library of literature for the first six grades; why it is taught, how to choose it and present it, and where it may be found.

Literature 2. Children's literature. Miss LOVELL.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

This course offers continued study in the prose and poetry less suited to the grades. This wider study of children's literature includes reading and reports in classic myths and tales of chivalry; in stories dealing with the animal and outdoor world; in tales of humor and adventure. The best in current magazines and modern literature is brought to the attention of the class through class talks and reading reports.

Library Instruction 1. Miss KIMBALL.

First year. Thirty-eight weeks; one class period and one period expected preparation weekly.

This course aims to give students a working knowledge of a library. Reference books, periodical indexes and current magazines are studied. Enough library science is included so that students may know where to find books and how to use a card catalogue intelligently.

Library Instruction 2. Miss KIMBALL.

Second year. Twenty-six weeks; one class period and one period expected preparation weekly.

This course is a continuation of Library Instruction 1, with special attention given to the making of book lists for use as supplementary material in elementary grades.

ARITHMETIC.**Arithmetic 1. Miss CLARK.**

First year. Thirty-eight weeks; two class periods and one period expected preparation weekly.

The aim of this course is to fit students in methods of teaching arithmetic in the first four grades. Notes, plans and objective material are accumulated.

Arithmetic 2. Miss FISHER.

Second year. Twenty-six weeks; two class periods and one period expected preparation weekly.

This is a continuation of Course 1, with the special aim of preparing pupils for arithmetic work in grades 5 and 6. It includes plans for the development of fractions, common and decimal; simple percentage and mensuration; applied problems; and standard scales of measurements. It includes, also, a content course based upon the needs of the students. Whenever possible problems naturally arising are utilized.

GEOGRAPHY.**Geography 1. General course. Miss CLARK.**

First year. Thirty-eight weeks; two class periods and one period expected preparation weekly.

The aim of this course is to fit students for work in the first four grades of elementary schools. The course includes the observation of weather conditions and the making of weather records, the study of peoples, occupations, surface features, the Merrimack River as a type, map development with sandboard construction and current events.

Geography 2. Methods course. Miss CLARK.

Second year. Twenty-six weeks; two class periods and one period expected preparation weekly.

This is a continuation of Course 1, and includes some mathematical, physical and commercial study to serve as a background for the work of the first six years in the grades. Various lines of geographical study are followed out through the study of projects. The course includes field work, current events, lesson plans and the accumulation of objective material.

PHYSICAL EDUCATION.**Physical Education 1. Gymnastics and calisthenics.** Miss HUMPHREY.

First year. Thirty-eight weeks; four class periods weekly.

The aims of this course are twofold: first, to develop physical strength, health and endurance in the student; second, to give her a practical knowledge of plays, games and dances. Besides learning these plays, games and dances the student is taught how they should be arranged so as to give the child the proper amount and kind of exercise.

Physical Education 2. Gymnastics and playground. Miss MILNER.

Second year. Twenty-six weeks; four class periods weekly.

This course aims to give further instruction in formal gymnastics with special bearing upon faulty posture; also further training and practice in story plays, rhythmic plays and dances, together with methods of teaching and adaptation of all games and plays to the classroom and playground.

Physical Education 3. Personal hygiene. Miss MILNER.

First year. Thirty-eight weeks; two periods weekly.

The aim of this course is to secure in the normal student settled habits in care of the body which will lead toward stronger, healthier and more efficient lives. Such habits can be secured only by repeated action; therefore the student must be trained to insist on immediate and continuous application of every principle taught, — first for herself, later for the children under her care. She must be trained to give to the individual child the special attention which his necessities demand. She must live hygiene and train her children step by step to do the same.

Physical Education 4. School hygiene and sanitation. Miss MILNER.

Second year. Thirteen weeks; two periods weekly.

This course aims to train students to consider the physical welfare of the school child through the study of the lighting, heating and ventilation of the school room, school furniture, drainage, water supply and the relation of

the school to contagious disease. Frequent clinics are held at the practice school, where the students observe children under examination by the school physician for symptoms of communicable diseases and conditions.

DRAWING.

Drawing 1. General course. MISS CHUTE.

First year. Thirty-eight weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to acquaint teachers with the subject-matter of drawing in the first six grades, and with best methods of presenting the same. This includes much practice in drawing.

PRACTICAL ARTS AND PRACTICAL SCIENCE.

Practical Arts 1. General course. MISS CHUTE.

Second year. Twenty-six weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to acquaint teachers with definite practical arts projects that can be carried out in elementary schools without special equipment.

Practical Science 1. Nature study and school gardening. Mr. WEED.

First year. Thirty-eight weeks; four class periods and two periods expected preparation weekly.

A comprehensive course aiming to prepare teachers to conduct work in nature study and gardening in the first six grades of elementary schools. It is based on personal observation of the more important phases of nature study, elementary science and school gardening.

MUSIC.

Music 1. General course. Mr. BROWN.

First year. Thirty-eight weeks; two class periods and one chorus period and two periods expected preparation weekly.

The first-year course presupposes a knowledge of the elements of music. Each student learns a repertoire of songs for children of the early grades, and is required to teach at least one song to the class. The class work covers the subject-matter of the music taught in the grades. This subject-matter is based upon the four essentials of vocal music, — musical experience, voice training, music technique (for purposes of music reading) and musical interpretation, — special emphasis being made upon the technique of musical expression, tempi, phrasing, articulation, enunciation, pronunciation, etc.

Music 2. General course. Mr. BROWN.

Second year. Twenty-six weeks; two class periods and one chorus period and two periods expected preparation weekly.

A continuation of the work of the first year, with methods of presenting the essentials of vocal music to children. The student is given graded courses of study and lesson plans for each grade of the rural and city schools, using various texts for illustration and practice, together with observation and teaching of classes of children in the training schools.

Music 3. Course for supervisors and special teachers of music in public schools. Mr. Brown. Thirty-six weeks; eight class periods and two periods expected preparation weekly.

The following phases of music in public education are developed: elementary: (a) music fundamentals and sight singing; (b) the aims, methods and courses as applied to the elementary schools, practice teaching and observation; (c) the child voice, its conservation and development; secondary: (a) music appreciation; (b) chorus conducting.

Music 4. Observation and practice for special students in music. Mr. BROWN. Thirty-six weeks; twenty-four weeks' observation, six periods weekly; practice, twelve weeks, eight periods weekly; four periods expected preparation.**EDUCATION.****Education 1. Observation and supervised practice. Miss McCrum.**

First year. Twelve weeks; five class periods and five periods expected preparation weekly.

The aim of this course is to give students general viewpoints in education, together with an empirical knowledge of children and of the teaching process. The course includes teaching in the first six grades under the direction of skilled teachers. It also includes observation and discussion of lessons taught either by students or by regular teachers.

Education 2. Practice teaching. Miss Ramsay.

Second year. Twelve weeks; thirty class periods and twenty periods expected preparation weekly.

The aim of this course is to give students experience in managing and teaching children in the elementary schools, both rural and graded. Teaching is done under the direction, but not necessarily in the presence, of skilled teachers, that the students may acquire habits of efficiency in teaching and school management with as little waste in time and energy as possible.

Running parallel with the period of practice teaching is a series of conferences in which the students have the opportunity of discussing and studying

school conditions and activities in relation to child development and general pedagogy. Included in this course is a series of demonstration lessons given by critic teachers for the students' observation and study of the various types of lessons and special methods of teaching.

Education 3. Educational psychology. Miss McCrum.

Second year. Twenty-six weeks; two class periods weekly and four periods expected preparation weekly.

A course intended to acquaint the student with the fundamental principles of the psychology of the child. The emphasis is laid on the application of these principles to method of teaching. Assigned readings, reports, lectures, class discussions, experiments, observations.

Education 4. Current problems in education. Miss McCrum.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

The aim of this course is to acquaint the student with current topics in the field of educational administration, theory and practice, and so far as practicable to inquire into the historical development of these topics.

HISTORY AND SOCIAL SCIENCE.

History and Social Science 1. General course in American history. Miss Cheney.

First year. Thirty-eight weeks; three class periods and two periods expected preparation weekly.

The specific aim of this course is to prepare students to teach history so that the experience of the past will throw light on the present; and to teach history in such a way as to develop straight thinking, independent judgments and large points of view, that is, historical mindedness rather than knowledge of historical facts.

Content and Method. — A methods course is given for the history work in the first six grades. How to teach the oral history story in the primary grades and simple "how to study" lessons in an easy text for the intermediate grades are taken up. Such materials of history as the following are used: biographies of American and world heroes; dramatic events told in prose and poem; and the mode of life, the hardships and sacrifices of our American forefathers. Throughout the course the work is vitalized by dramatization, construction work, pictures and other illustrative material.

A combined content and methods course prepares the students to teach history in the junior high school. This course includes a study of the growth of democracy, with special emphasis on the development of our American democracy, and the part which the United States has played and is now playing in securing world democracy.

In the supervised study period the use of various texts, references and outside readings affords much practice in gathering and organizing knowledge for the solution of significant problems. The discussion of these problems in

the socialized recitation, together with debates on current history in the school forum, tends not only to straight thinking and independent judgments, but also to the growth of democratic ideas and feelings among the students.

History and Social Science 2. Civics. Miss CHENEY.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

The specific aims of this course are to develop an intelligent, serviceable and loyal citizenship in the students themselves which will carry over into their own schools; to emphasize the principles of American democracy, — loyalty and devotion to the great ideals for which America stands, freedom, justice, brotherhood; the obligation of service and sacrifice in return for the opportunity for self-achievement; belief in obedience to law, — respecting the rights of others, — in majority rule, and in the American representative form of government.

The course of study for the first six grades deals with the child's relations to his community. Those problems which come within his observation and experience are taken up, with a view to developing an understanding and an appreciation of the benefits and obligations of his community life, and to securing his active co-operation with it. Activities suitable for the primary and intermediate grades are noted.

The course of study for the junior high school includes a more comprehensive, although still elementary, study of the larger affairs of national and international life, as well as the interests of the local community. Present-day social, industrial and political problems are considered, *e.g.*, public health, immigration and Americanization, and increasing democracy in industry and in governments as a result of the war.

Since in these grades as in the lower ones the end and aim of civic instruction is civic action, the various activities in which junior high school pupils may engage are also listed. There is much practice in the preparation and criticism of lesson plans and in the teaching of type lessons. Committee and individual investigations of governmental agencies are reported and discussed. In fact, the classroom procedure is so democratized that every student has the opportunity of living the life of the good citizen in this miniature democracy. Here all have equal rights and duties. As the members become conscious of their common interests, each realizes that she must play her part in promoting the general welfare. The class exercise develops initiative and co-operation in securing and contributing information. The give and take of class discussion develops self-restraint and a regard for the opinions of others.

Students.

Three-year Course.

GRADUATING IN 1919.

Campbell, Mary Jane,	Lowell.
Coburn, Orpha Hildreth,	Dracut.
Cullen, Helen Theresa,	Winchester.
Davis, Margaret,	Woburn.
Dowd, Irene Helen,	Lowell.
Kimball, Marion Gertrude,	Haverhill.
Lunt, Gladys Charlotte,	Haverhill.
Martin, Pearl Imogene,	Lowell.
Moore, Myrtle Irene,	Cambridge.
Orchard, Ervel,	Cambridge.
Robinson, Helen Doris,	Haverhill.
Roy, Berangere Marie-Josephe,	Lowell.
Sherburne, Mary Agnes,	Lowell.
Sullivan, Dorothy Helen,	Haverhill.
Sullivan, Marguerite Frances,	Lowell.
Symonds, Sylvia Beatrice,	Lowell.
Walker, Barbara Elizabeth,	Lowell.
Wright, Florence Claribel,	Haverhill.
Zelig, Sadie Inese,	Haverhill.

GRADUATING IN 1920.

Brown, Anastasia Mary Rita,	Fall River.
Buckley, Helen Frances,	Cambridge.
Connelly, Jeanette,	Cambridge.
Dugan, Margaret Agnes,	Ware.
Fradd, Beryl Madeleine,	Portsmouth, N. H.
Fryer, Dorothy Lenore,	Haverhill.
Gallagher, Alice Dorothy,	Lowell.

Geary, Florence Adelaide,	Lowell.
Gray, Alice Catherine,	Lowell.
Hannon, Helen Irene,	Lowell.
Herlihy, Isabel Anna,	Cambridge.
Quinn, Marion Rita,	Lowell.
Richter, Elsie Ruth,	Lowell.
Sewall, Marian,	Lawrence.
Sullivan, Bessie Kathryn,	Lowell.

Two-year Course.

SENIOR CLASS — 1918-19.

Bingham, Mary Agnes,	Nashua, N. H.
Bolan, Mary Agnes,	Haverhill.
Bradley, Marian Collins,	Lowell.
Brady, Margaret Elizabeth,	Woburn.
Cohen, Bessie Beryl,	Cambridge.
Collins, Mary Frances,	Lawrence.
Colloty, Mildred Frances,	Lowell.
Coskren, Mary Monica,	Lawrence.
Cotter, Frances Madeleine,	Lawrence.
Coyne, Marguerite Mary,	Lawrence.
Creamer, Josephine Agatha,	Lawrence.
Crowley, Lena Marie,	South Lawrence.
Cunningham, Rose Marie,	Lawrence.
DeLorme, Marguerite Emily,	Lowell.
Dickinson, Dorothy Anna,	Dunstable.
Dimlich, Myrtha Irene,	Lawrence.
Donovan, Helen Ruth,	Lawrence.
Donovan, Mary Bernadette,	Lawrence.
Driscoll, Grace Magdalene,	Somerville.
Driscoll, Helen Madelyne,	North Andover.
Drohan, Anna Regina,	Lawrence.
Dudley, Agnes,	Lowell.
Dutton, Mabel Lucretia,	Carlisle.
Dwyer, Gertrude Ann,	Nashua, N. H.
Finnegan, Margaret Mary,	Woburn.
Fitzgerald, Esther Marguerite,	Lowell.
Forrest, Elizabeth Patricia,	Lawrence.
Garvey, Helen Theresa,	Woburn.
Gazzotti, Sabina Pearl,	Haverhill.
Gorman, Agnes Josephine,	Cambridge.

Gorman, Marion Elizabeth,	Sonestown, Pa.
Guerin, Eleanor Veronica,	Lawrence.
Hanson, Elizabeth Mildred,	Dracut.
Hart, Frances Veronica,	Lawrence.
Hayes, Gertrude Lucy,	Bradford.
Hearn, Marie Teresa Dorothea,	Lowell.
Hill, Jessie Douglas,	Lawrence.
Hooke, Bertha Elizabeth,	Nashua, N. H.
Hopkins, Irene Grace,	Lawrence.
Howarth, Helene Barnes,	Lowell.
Howker, Viola Helen,	Lowell.
Igo, Ethel Veronica,	Cambridge.
Jones, Kathryn Mary,	Lowell.
Kenney, Florence Rita,	Lawrence.
Lalime, Florence Marinda,	Lowell.
Lane, Nora Mary,	Lawrence.
Leeming, Gertrude Mary,	Lawrence.
Libby, Mildred Alice,	Lowell.
Lyons, Elizabeth Mary,	Lawrence.
Mahoney, Aloyse Victorine,	Lawrence.
Mahoney, Katherine Marie,	Lawrence.
McCarthy, Helen Josephine,	Lawrence.
McDonald, Mary Genevieve,	Lawrence.
McGrath, Catharine Cecilia,	Lawrence.
McGuinness, Marguerite Mary,	Lowell.
McManmon, Alice Walsh,	Lowell.
McMorrow, Mary Teresa,	Lawrence.
Molloy, Alice Cecilia,	Lowell.
Moran, Anna Louise,	Cambridge.
Morris, Mary Frances,	Lowell.
Murphy, Mary Rita,	Lawrence.
Myler, Catherine Elizabeth,	Cambridge.
Payton, Margaret,	Lawrence.
Riley, Grace Madeline,	Ballardvale.
Rush, Agnes Elizabeth,	Cambridge.
Schueler, Mildred Emma,	Lawrence.
Stanley, Mildred Alice,	Methuen.
Sullivan, Elizabeth Catherine,	West Somerville.
Sullivan, Winifred Gertrude,	Woburn.
Thissell, Helen,	Lowell.
Walsh, Catherine Agnes,	Lawrence.
Weissbach, Helen Valerian,	Cambridge.
Whitney, Abby Ford,	Lowell.

JUNIOR CLASS — 1919-20.

Allard, Lillian Winnifred,	Lowell.
Bagley, Anna Susan,	Peterboro, N. H.
Blessington, Helen Margaret,	Lowell.
Brick, Pauline Natalie,	Lawrence.
Brooks, Florence Annie,	Lowell.
Campbell, Sarah Gertrude,	North Andover.
Carter, Evelyn Louise,	Lawrence.
Casey, Florence Rose,	Cambridge.
Clark, Myrtle May,	Carlisle.
Coffey, Mary Elizabeth,	Lowell.
Coleman, Catherine Agnes,	Somerset.
Collins, Helen Regina,	Lawrence.
Connolly, Alice Esther,	Lowell.
Curtis, Edna Margaret,	Cambridge.
Davis, Frances Rest,	Haverhill.
Davis, Irene Hazel,	Carlisle.
DeLauzon, Veola,	Lowell.
DesOrmeaux, Beatrice Edith,	Haverhill.
Donnelly, Agnes Sarah,	Cambridge.
Doyle, Bertha Rose,	Watertown.
Duffin, Rose,	Lowell.
Fay, Katherine Elizabeth,	Lowell.
Foley, Mary Josephine,	Haverhill.
Good, Mary Frances,	Cambridge.
Harvey, Anna May,	Lawrence.
Higgins, Mabelle Agnes,	Billerica.
Huckman, Grace Evelyn,	Methuen.
Kiley, Rita Marie,	Lawrence.
Lamkin, Lucy Gertrude,	Cambridge.
Leahy, Alice Clare,	Cambridge.
Linnehan, Mary Elizabeth,	Haverhill.
Linscott, Beulah Hope,	Dracut.
Lusk, Jessie Matheson,	Cambridge.
MacFayden, Marguerite,	Lowell.
McDonald, Katherine Ring,	Lowell.
McGee, Dorothy Patricia,	Lowell.
McNabb, Mildred Jane Estelle,	Lowell.
Mile, Edith Tilton,	Lowell.
Milmore, Julia Marie,	Lawrence.
Mulligan, Catherine Elizabeth,	Lowell.

O'Dowd, Eleanor Margarite,	Bedford.
O'Meara, Frances Gonzaga,	Nashua, N. H.
O'Neil, Theresa Mary,	Melrose.
O'Neill, Julia Agnes,	North Andover.
O'Reilly, Gertrude Elizabeth,	Cambridge.
Phetteplace, Evelyn Louise,	Cambridge.
Reardon, Nora Gertrude,	North Andover.
Schueler, Edna Ruth,	Lawrence.
Seymour, Josephine Margaret,	Methuen.
Sheridan, Bridie Mary,	Lowell.
Smith, Margaret Maud,	Somerville.
Stacey, Marion Viola,	Lawrence.
Stanley, Jessie Irene,	Lowell.
Southworth, Marion Alice,	Methuen.
Sullivan, Christina,	Lawrence.
Tattersall, Mary Alice,	Haverhill.
Torrey, Gertrude Irene,	Lawrence.
Tucker, Gladys Lillian,	Chelmsford.
Webb, Evelyn Hutchinson,	Chelmsford.

Special Course for Supervisors of Music.

Derby, Beatrice,	Lowell.
Earls, Bessie Clare,	Southbridge.
Francis, Gladys Mary,	Everett.
Knightly, Marion Ellen,	North Andover.
Ryan, Marion Margaret,	Lowell.
Sanders, Edith Rebecca,	Lowell.

